DOCUMENT RESUME

ED 324 241 SE 051 632

TITLE Video Tape Exchange 1989.
INSTITUTION National Science Supervisors Association, Washington, D.C.
PUB DATE 89
NOTE 13p.
AVAILABLE FROM National Science Supervisors Association, P.O. Box AL, Amagansett, NY 11930 ($8.00, includes postage; 10% discount for 10 or more copies).
PUB TYPE Reference Materials - Directories/Catalogs (132)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adult Education; Annotated Bibliographies; Audiovisual Aids; Catalogs; College Science; Elementary School Science; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Middle Schools; *Reference Materials; Resource Materials; *Science Education; Secondary School Science; *Videotape Cassettes; Videotape Recordings

ABSTRACT

This publication provides a catalog of VHS-format videocassettes available only to members of the National Science Supervisors Association (NSSA). Topics covered are: biology, chemistry, earth sciences, environmental sciences, guidance, general sciences, health, physics, and psychology. All levels of students are represented including elementary school, middle school, high school, adult education, inservice, and college. Content, curriculum, methods, supervision, and supplementary resources are summarized in these tapes. Each listing includes an abstract of the video, the level code, the topic code, and the running time. A NSSA videocassette order form is included. (KR)

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NSSA

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National Science Supervisors Association

. . . to provide national leadership in science education

AN AFFILIATE OF:
AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE
NATIONAL SCIENCE TEACHERS ASSOCIATION

Video Tape Exchange 1989

SE051632

$8.00

The VHS-format videocassettes included in this listing are available only to members of the National Science Supervisors Association and the availability of these resource materials is another of the benefits of membership in NSSA.

This catalogue will be updated as sufficient new titles are added to the collection.

It has been the philosophy of the video-tape exchange coordinator that science tapes and general education tapes should be in the collection provided so that supervisors can assist their teachers in the improvement of science education.

-Thomas M. Fisher, Coordinator
Chairperson, NSSA Video-Tape Exchange

When ordering, use an order form which is located on the last pages and which may be duplicated as needed. For school district or university purchasing departments which need NSSA's 170 (c) (2) and 501 (c) (3) federal tax number(s). These will be provided on requests accompanied by purchase orders. Tape costs per program prepaid for delivery by library rate U.S. mail are $7.50 for single programs on standard quality VHS stock.

For extra high quality chromium oxide (rather than ferric oxide) tapes, add $1.00 per tape. Special order tapes not already on combination masters are $9.50 for a 2-program special order tape; $11.50 for a 3 program special order tape; etc. (standard quality tapes only (add $1.00 per tape for the chromium)).

The exchange has a very limited number of T-160 chromium tapes which will accommodate up to 8 hours of programming (up to 6 hours at the LP speed which preserves better quality). Using the calculations for combination tapes given above, if the T-160's are requested, add a total of $4.00 per T-160.

The prices quoted here reflect the costs of production/obtaining, duplicating and shipment and assume that the order is prepaid. The extra bookkeeping, postage, and invoicing for purchase orders NOT accompanied by a check require that we add 5% to the total order for processing any purchase orders which are NOT what are called "confirming purchase orders". A confirming purchase order is one that accompanies a check for payment.

Standard Multiple Programs and Tapes

Various related programs have been placed on a single master tape and may be secured at the LP cost ($8.00 for standard quality videocassette stock or $9.00 for higher quality chromium tapes). These are tapes #23, 25a and 25b (These two may be ordered together as 25c.-"Combined Tapes on Family Life Education"), #37 and #92.

Additional already combined tapes are:

COMB-A (Holdzkom, Rutherford and Bartow, 1987 PEEC)
COMB-B (Crosby, Lee, Pilch and Deitz, 1987 PEEC)
COMB-C (Hammond, Brandwein and Bybee, 1987 PEEC)
COMB-D (Rowe, Pratt, Motz and some Accu-Weather, 1987 PEEC)
COMB-E (R. Roy, K. Roy, Ruth, plus Walton and Pratt, 1987 PEEC)
COMB-F (Smith, Novak and Bogen, 1987 PEEC)
COMB-G (sampler tape of all programs recorded at PEEC)
COMB-H (Holdzkom, Maddron, Worner and Ottem, 1988 ETSU)
COMB-I (Mondale, Chambers, K. Roy and Eakers, 1988 ETSU)
COMB-K (Dowden, Rowe, 1988 ETSU)
COMB-L (sampler tape of all programs recorded at ETSU)

For the actual contents of the above combinations, refer to the following and reference the numerical index:

-A = #2,3,5
-B = #8,9,4,19
-C = #7,6,10
-D = #11,22,12,13 (partial on 13)
-E = #14,15,17,16
-F = #18,20,21
-H = #86,87,88,93
-I = #89,90,91,95
-J = #94,97

VIDEO CASSETTE CATALOG

LEGEND

LEVEL CODES:
P=Primary E=Elementary M=Middle/Jr. high school S=Secondary A=Adult Education (G.E.D. programs) IS=Inservice C=College(including teacher inservice)

TOPIC CODES:
B=Biology C=Chemistry ES=Earth Sciences EV=Environmental Sciences G=Guidance GS=General Sciences H=Health P=Physics PS=Psychology

CON=Content CUR=Curriculum MET=Methods SUP=Supervision SPL=Supplementary resources

CONTENTS OF SPECIFIC VIDEOCASSETTE PROGRAMS

Running time is approximately one hour UNLESS NOTED DIFFERENTLY.
Also, all programs are in color UNLESS NOTED DIFFERENTLY.

PROGRAM NUMBER (PN):
<<Unless it is obvious from the context below, any explanatory remarks by the video-tape coordinator will be found in square brackets [...]. >>

PN

1. "Circles and Starbursts"
PEEC-1

The presenter provides a motivator to studying cycles in nature. The interdependence of the biotics/abiotics and the concept of natural recycling is dramatized by a method in which his audience acts out parts in a "play" involving the earth, sun and moon. Magic is interspersed with humor and seriousness. The should be presented on the TV monitor only (unless the teacher is adept at magic and juggling acts).
Ages: middle/junior high school and adult
P-M SPL/B,ES,EV,GS

2. "Research Within Reach: Science Education" c.2 hr.
PEEC-2

The main topic is goal setting as a process, the attainment of such goals not currently being easy, in many cases. Although goals have previously been simple (enculturate our young to assume their position in life), various factors have been introduced recently which complicate the goal-setting and realization activity. Goals should be appropriate to academics, to vocation, and to both social and personal issues.
IS/C SUP/CUR

3. "Science Education for the Future"
PEEC-3

This is a preliminary look at the AAAS Office of Science and Technology Education's PROJECT 2061 (named for the date of th´return of Comet Halley) and where science education should be directed as that date approaches [what to do now and what to plan for the future]. The aspects that must be addressed include curriculum utility, citizenship, or societal participation, encouragement of thought processes utilization, and improvement in the general quality of life.

4. "Using Interactive Laserdiscs in the Science Classroom" 45 minutes
PEEC-4

Although this is a "semi-commercial program" [one presented by a company representative who wants to promote a product], the ease and utility of the computer interactive laser disc technology over conventional films and videotapes [except NSSA videocassettes, which are not and probably will not be 'laserdisced'] is presented clearly so that a school or a district can use this NSSA tape to evaluate the technology prior to requesting and allocating time for a formal presentation by a company representative.
IS/C MET/SUP/CUR

5. "Videomicroscopy and its Impact on the Teaching of Science" (includes sample videomicrographs) 2 hours
PEEC-5

This is a non-commercial technology presentation (see entry #4 for comparison) in which a classroom teacher who is actually involved in the use of this technique explains and demonstrates its capabilities both by itself (videomicroscope and monitor alone) or in combination with a videorecording machine. Various types of products are discussed. Some material is recorded from a slide presentation and is only slightly unclear on the videotape.
IS/C MET/CUR: B,EV,GS,P

6. "A Paradigm That Defines Leadership"
PEEC-6

The leader may advance the civilization or (s)he may hinder [or even destroy] advancements made by others.[A leader must be able to take the heat, so to speak; or (s)he must stay out of the proverbial kitchen] (videorecorder's way of putting it: do not attribute that statement to the presenter).
IS/C SUP

7. "Improving Teacher Effectiveness: 4MAT and Science" c. 1.5 hours
PEEC-7

Twenty-first century basics must be included in our students' education. For this end, we must consider: the changing context of science; recent advances in brain research (the basics of the left brain - right brain approach of the 4MAT system); various learning styles; and the insight and the implications of these just mentioned factors. 4MAT involves: integrating experience with the self, concept formulation, practice and personalization, integrating application and experience.
IS/C MET/SUP

8. "Alliances and Partnerships" c. 1.5 hours
PEEC-8

Background is provided on the Triangle Coalition for Science and Technology Education which was formed by the National Science Teachers Association in 1985. Participant-interactive discussions are undertaken concerning how to initiate and maintain community-based collaborations among business [including industry], science and education in general.
IS/C SUP

9. "Public Relations and the Science Program"
1.5 hours
PEEC-9

An effective public relations program is more than just releases via the system's school public information section or office; among factors that must be addressed are: target audiences, marketing, image analysis and development, and customer relations. This should be an integral part of long/short range goals.
IS/C SUP

10. "Contemporary Designs of Elementary School Science"
PEEC-10

An overview is presented of the Science for Life and Living: Integrating Science, Technology and Health curriculum for K-6 being developed with the Biological Sciences Curriculum Study (BSCS) in Colorado. Microcomputers and videorecorders are parts of the design curriculum to be field tested in '89-'90 and available in '90-'91. Among the factors considered were: current teacher practices, current school programs, student body characteristics, state requirements and community expectations.
IS/C SUP/CUR

11. "A Look into the Future" (#1) <CD-ROM technology>
PEEC-11

This is another program that a school or a district should review before allocating time for a company representative demonstration. This is a non-commercial technology presentation [see entry #4 for comparison]. The CD is for Compact Disc [similar to a music CD] and the ROM is the Read Only Memory of a computer [as distinct from the programmable Random Access Memory or RAM]. The Science Helper K-8 disc has easily accessed chapters, lessons and laboratory activities. The CD can hold the equivalent of 1200-1500 standard 4 1/2 inch "floppy" discs or about 260 typical printed books. Each part of the program is accessed from an on-monitor ["narrowing"] index menu drive (from broad topic to specifics desired). Cost factors, in addition to an IBM ST or compatable computer with 256K RAM, are: CD-ROM reader (about $1000) and the Science Helper K-8 disc at $195.
IS/C MET/SUP/CUR

12. "Criteria for Excellence in Science Supervision"
c. 45 minutes
PEEC-12

Various school districts, superintendents and principals, elementary teachers, secondary teachers, college teachers and even science supervisors themselves hold differing views of the role of the science supervisor. This presentation considers the four major categories into which eleven consensus items of a role nature were grouped. The topic then turns to the four major criteria for the "excellence in science supervision". It concludes with nine abilities that will be critical for supervisors in the 1990's.
IS SUP

13. "ACCU-WEATHER's Classroom Information Databank for Science Educators" 1.5 hours
PEEC-13

This is a commercial presentation devoted to the capabilities and the cost factors involved with going on-line with the weather forecasting service that supplies most of the forecasts and the weather maps for local newspapers throughout the country. There are advantages in science to having the most recent information, to be used in laboratory activities. A time-sharing computer arrangement is probably the most economical approach for most schools. This is another tape that a school, a district, or a BOCES consortium should preview before allocating time for a company representative presentation (WHICH IS NOT FREE).
IS/C MET/CUR: ES,EV,GS

14. "Science through Science, Technology & Society"
PEEC-14

This is an overview, history, rationale, and participation information session concerning the Science Via Science Technology and Society Project (S-STS), a National Science Foundation project administered by the faculty of The Pennsylvania State University [but accessible to teachers in all states].
IS/C MET/SUP/CUR

15. "Classroom Observations"(#1)
PEEC-15

The facilitator presents his concept of what observations should and should not be and some of the reasoning for schedulings and for the items to be included in the observation process. Because this is an interactive with participants (IWP) workshop, the comment and feedback necessary to appreciate the presentation cannot easily be summarized in this video-tape synopsis.
IS/C SUP

16. "Evaluating Instructional Materials"
PEEC-16

The facilitators elicited five areas of the particular concern from the participants and then a lively interchange resulted. Again, as an IWP workshop (see item #15), the full nature of the exchanges that took place and consensus opinions that were reached cannot be summarized here.
IS/C SUP

19. "The Voyage of the Mimi" c. 1.25 hours
PEEC-19

This is a commercial presentation under the auspices of Bank Street College of Education through the Holt, Rinehart and Winston Publishing Company. It takes students grades 4-6 on an expedition for researching th humpback whales. This videorecorded presentation [i.e., the NSSA tape] introduces the whole instructional package with which students learn methods of scientific research, navigation, ecology and computer familiarity. The package [for which a school or a district might want a company representative presentation after previewing the package on this NSSA recording] includes 13 video tapes, a teacher's guide, a student guide, a navigaition chart, a marine mammals chart, four microcomputer programs, and associated print materials.
IS/C MET-E,M/CUR

20. "Concept Mapping and the Teaching of Science"
1.5 hours
PEEC-20

This is an only partially interactive with participants presentation. Dr. Novak asked the audience to construct the concept maps, after they had been taught the process; and the maps were put on the overhead projector for group analyses.

Recent advances in brain and learning research [particularly of the presenter's authorship] were brought together in the program. Representative of such research are: 1) Ausubel, D.P.; Novak, J.D.; Hanesian, H." Educational Psychology: A Cognitive View. 2nd edition. (New York, Holt, Rinehart and Winston, 1978)/ 2) Gowin, D.B.: Educating (Ithaca, Cornell Univ. P., 1981)/ 3) Novak, J.D.: A Theory of Education (Ithaca, Cornell Univ. P., 1977)/ 4) Novak, J.D.; Gowin, D.B.: Learning How to Learn (Ithaca, Cornell Univ. P. 1984)/ 5) Symington, D.; Novak, J.D.: "Teaching Children How to Learn" The Educational Magazine 39 (5): 13-16; 1982.
IS/C MET/all subjects (not restricted to sciences)

21. "Activity Based Science Learning: The Middle Grades 4-8"
PEEC-21

The American Association for the Advancement of Science (AAAS) established a Science Resources for Schools (SRS) program with the support of the Standard Oil Co. of Ohio. This videorecording outlines the history and objectives of and materials available through AAAS respective to the SRS project.
IS/C MET/E,M/CUR

22. "Monitoring and Managing the Change Process"
1.5 hours
PEEC-22

The Concerns - Based Adoption Model Project (CBAM) resulted at the Research and Development Center for Teacher Education at the University of Texas (Austin). The presenter was involved with the project. CBAM assumptions include: 1) change is a process not an event; 2) change is made by the individual first and then the instruction; 3) change is a highly personal experience; 4) change entails developmental growth in feelings and skills. Further, innovations must be related to people first and innovations second. Nonetheless, at times (such as with smoking bans), a person or institution in authority may have to say that IT SHALL BE SO and we must cooperate [i.e., there are times when self-motivated change does not work.]

[Content note from video tape coordinator: there are places on this tape in which the presenter is off-camera. This resulted from the coordinator having to videorecord multiple, concurrent sessions. In this program, the camera had to be set at reasonably wide angle but there was no "warm body", behind the view-finder, to track the presenter. What is lost in not tracking the presenter does NOT, however, detract from the tape's usefulness; this is due to the presenter's dynamic and graphic use of the spoken word.]

This ends the section of video tapes recorded at the NSSA Leadership Institute at Pocono Environmental Education Center (PEEC) in the summer of 1987. The NSSA Video Tape Exchange coordinator (and maker of this listing and synopses) acknowledges the assistance of Mr. Meredith (Mickey) Schnell, editor, Proceedings of the NSSA Science Leadership Institute August 2-7, 1987: Networking for the Future. Various of the above synopses have been taken or adapted from these Proceedings.

[For separate programs ordering of #23, see tape #45.]

23. "Methods of Supervision: A Debate" (Ellenville, 1986) (St. Louis, 1988) [combo tape 2 hours]
SUP-EV-1 (Ellenville) SUP-EV-2 (St. Louis)

Two science supervisors had attended each other's presentations in the past. During the Science Teachers Association of New York State (STANYS) annual conference in 1986, the two supervisors presented together in a "cross-X" debate format followed by a panel type fielding of questions from the audience. Overly simplified, the opposing points of view could be called the harder line and the softer line. The pair presented again at the NSSA section of the National Science Teachers Association (NSTA) national convention at St. Louis in 1988. Although each of the two debates is excellent in itself, the viewer would benefit from the combination of the two (STANYS and NSSA/NSTA) for comparison of methods of debate and any closing of the gap (if such exists) between the extremes over the interval of about two years. (See also entry #45.)
IS/C SUP

24. "Effective Time Management Techniques"
SUP-TM-1

[Have you ever wondered whether you could accomplish more if days had an extra 3-5 hours and/or weeks had an extra one or two days?] The purpose of this program is to identify time wasters and time savers and the session is conducted in a frank but also humorous way. Audience participation by listing the individuals' personal wasters and savers is included. Although focused particularly to the time management techniques of administrators, this program is useful also for the classroom teacher. It is applicable outside education: in government, commerce, industry, and the service occupations such as health, law, an the like.
IS/C MET/SUP

25a. "Family Life Education" (student version) 22 minutes
CON-H/B-1

Cliques, back-biting, peer pressures, the rumor mill, puberty, hormones...all of these are impacting upon our middle and junior high school youth [and others except that they are not addressed specifically in this presentation.] There are three messages in this professional sex education counselor's school assembly program in an Elmira, NY public school: 1) each of us sees and interprets the world through a "screen" composed of our past experiences and each person's screen is unique; 2) effects of what others do to us depend highly on our personal reactions to those actions by others; 3) sexual feelings are good and they are part of life but the biggest sex organ in our bodies is the brain: the feelings in and of themselves are never the reason to act in any particular way [i.e., physically sexually.]

The presentation is tasteful an contains enough humor to make it enjoyable for the person who was there or who is experiencing it vicariously, on the TV.
M/S SPL/CON/CUR/B,G,PS

25b. "Family Life Education" (for civic, educational, church, and health professions viewers)
72 min. 45,3,24 see below
CON-H/B-2

The same speaker as in 25a confronts the audience listed above with the "loud statement" we make by our silence in matters of sexuality in general and teen pregnancy in particular. The 45 minute formal presentation and the 24 minute question and answer period are separated by an appreciation certificate awarding to the presenter by the president of the local NSSA affiliate (3 min.). As that certificate presenter, the videotape coordinator can attest that there should be no objections to showing this tape even at a parent/teacher organization meeting.
IS/C/A SPL/CON/CUR/B,H,PS

26. The End of the River 28 minutes
CON-B/ES/C-1 (a.k.a. COMTV-1)

As the underlining of the title indicates, this is a formally broadcast television documentary. Although copyrighted, all copyright has been waived providing WETM-TV (formerly WSYE-TV) is given credits (which appear on the tape).

The program opens with a view of severe water pollution in the Chemung River Basin of New York State. Other scenes/sequences include: the reservoir; an in-studio explanation of legal jurisdictions in environmental law enforcement; water board overview of the plans for a high biological oxygen demand food processing facility; visit to the largest automated zinc electroplating tank in the eastern United States, and explanation of the company's cyanide removal process; visit to a glass factory's water purity analysis laboratory; follow along on a river monitoring expedition; follow along on an industrial waste ordinance sewer line inspection; a controlled discharge and at-sewer plant interception of hazardous chemicals; visit to the secondary treatment sewage plant making the interception; public information session held in the science lecture hall of the Elmira Free Academy (EFA); and both field and

laboratory studies conducted by the combined EFA advanced biology class/Corning Community College BY103-BY104 (botany/zoology).

The program was originally produced on magnetic-stripe 16mm movie film because the TV station did not yet have color cameras. There is some audio noise due to sound track degeneration as a function of time and use.

M/S/C/A SPL B,C,EV,GS

27. [H. Alyea's] "Teaching Techniques"75 minutes
CON-CH-1

In his final public presentation, the octogenarian professor emeritus captivates his audience with some of the demonstrations he used when he was a professor of chemistry. Along with some humorous and some not-so-humorous ancedotes and repartee, the professor enlists persons in the audience to participate in the demonstrations. Since this tape audio-visually documents the last of Dr. Alyea's public lectures, it is of historical value in addition to its content usefulness.

C MET/CUR/C

28. "Avoiding Misconceptions in Science"c. 45 minutes
GEN-ED-1

The presentation is the NSSA breakfast program at the NSTA national convention in Washington, D.C. (1987).

Young minds tend to be very literal and teachers who mean well can easily use words that leave incorrect transfers in the minds of the students particularly those in the lower grades. To cite only one example, take the concept of a sound-deadening material. That the material absorbs sound may seem logical to us; but it may be quite another thing to the more literal mind of a student who asks: "If a box is made of sound deadening material which absorbs sound like a sponge, will all that sound come out in one blazing roar if I open the box?"

[The concept of sound absorption has transferred to the sponge that will give back what it absorbed. According to the Hunter-Minton Model, this would be an example of negative transfer.] The program contains additional examples of figurative language of teachers being taken literally by young students. The result is the unintentional but potentially devastating fostering of misconceptions in science.

IS/C MET/P(primary),E/CUR

29. "Developing a Successful High School Science Research Program"
GEN-ED-SCI-1

There are various local, state and national "contests" or competitions, if you prefer, of science ability to which secondary school may submit their personal or team research. To produce an effective and efficient science research program and competition participation requires some community support [cross-reference to tape program #8], support from fellow faculty members, and support from the school and the district administration. This presentation follows the record (including proper and targeted media [cross-reference to tape program #9]) of a school in which there is a schedule that actually includes science research. [Let the truism speak: SUCCESS BREEDS SUCCESS!]

IS/C SUP/CUR/S

30. "A K-12 Science Developmental Process"
CON-SCI-DEV

In a case-study school system, represented in this presentation by a supervisor and by a classroom teacher, there are many more science teachers than one might give the district credit for having. The reason for this is that all elementary school teachers are [properly] considered to be science teachers. Both curriculum add staff development are not isolated events [i.e., just the secondary school teachers of physics or the secondary physics curriculum]; rather, to reach reasonable expectations (goals) there is an on-going process that covers the full curriculum and the total aspects of staff acquisition and development [and curricula integrations].

31. "Creationism is Alive and Well—Unfortunately"
CON-B/ES-1

This is a team presentation by a supervisor and by a lawyer. The supervisor is president of the New York Council for Evolution Education of the "Committee of Correspondence", a national network of educators concerned with the possibility of text sensorship, the inclusion of Biblical accounts in public school science textbooks, and the return of the Scopes situation. The tactics of the creationist position in science education are discussed and some methods of obviating or countering these are presented: creationist [or "creation science"] arguments are refuted and the position of the evolutionism science education restated and defended. There is some heated debate with the audience.

IS/C CON/CUR

32. "Improving Self Esteem in the Classroom"
80 minutes
GEN-ED-2

How many teachers are excited that th weekend is finally over and they can return to teaching classes? How many of you were influenced negatively by a teacher back when you were an elementary or secondary student yourself? Were you, on the other hand, positively influenced (at least in your self esteem) by some teacher? Does some student who is suspended from school sneak back to attend your class because missing that inspiring class would be unthinkable? Did you have a college pre-service course called "How to Conduct a Hall Monitoring Assignment" or one called "How to Increase Students' Self Esteem"? A former classroom teacher who is now the president of Self Esteem Seminars, Inc. addresses together the problems of student and of teacher self esteem. He suggests ways to increase self esteem for students and tactics which can allow the teacher to look upon himself/herself as more of an important PROFESSIONAL. This program is semi-commercial, since the presenter has for sale a series of audiocassettes on improving self esteem; nonetheless, this would be a worthwhile staff development project video tape.

IS/C MET/G,PS (This is also applicable to all departments which are concerned with the self-esteem of the students within their classes.): ALL SUBJECT AREAS; ACADEMIC/VOCATIONAL

The tape program immediately above (#32) was made possible through the cooperation of the New York State United Teachers (NYSUT) and produced during the 1987 NYSUT Educational Conference West, Hilton Inn, Corning, NY.

The following three tapes (#'s 33-35) were made possible with the help of the Science Teacher's Association of New York State, Inc. (STANYS). #33 and #34 were produced at the joint STANYS Outdoor Education Committee/Community College of the Finger Lakes (Canandaigua, NY) inservice workshop in curriculum modules writing for elementary school teachers, "Science Outdoors", Naples, NY (summer, 1987). #35 was an inservice joint undertaking by the STANYS Southern Section and the South Central Science Educators and Administrators Association (affiliate of NSSA). Due credits and acknowledgements are

hereby extended to these several cooperating organizations.

33. "Wildlife Rehabilitation" 45 minutes
CON-B/ES-2

Throughout the country, there are individuals and institutions that are licensed to treat and rehabilitate wild animals which have been injured nonfatally and which have a chance to be cured by veterinary means, readapted to the wild and then released to return to their natural environment.

A central New York State licensee for this project visits the Davis Mountain Campus and discusses the undertaking. She is accompanied by a young barn owl and a previously injured hawk that is about ready to be released. The birds show that they can be trained to follow simple commands. Towards the end of the presentation, it is time for the hawk to have dinner (a mouse). This sequence, in which the mouse recognizes the scream of the hawk and is unwilling to come out of the cage (which has to be partially disassembled to get the "dinner" out) and in which the hawk eventually carries out its role of predator, ecological niches; however, unless previously taught that this overpopulation of herbivores (with resultant slow and painful death by starvation), the graphic nature of the kill and the eating may be objectionable to some very young viewers. This should be considered in selection of a viewing group for this supplementary resources video tape.

Due to that possibility, and for THIS VIDEO TAPE ONLY, permission is granted to edit out the possibly objectionable section and to make an additional copy of the program with the graphic kill deleted. It would be appreciated (but not required) that the VHS exchange be informed that an edited version has been made.
M/S/A SPL/B,ES,EV,GS (possibly PS)

34. "The 'Pond Game'" 45 minutes
MET-EL-1

The "Pond Game" is an interdisciplinary play for students. Although specified for environmental sciences, biology, earth science and general science METHODS in preservice college or in an in-service training, the program, as videorecorded, could be used as a supplementary resource (SPL) before having students enact the game themselves. Also, it is not restricted to science: any subject which considers interdependence could adapt the game (e.g., social studies, economics, government, etc.).

In the videorecorded program, participants in the Science Outdoors workshop (see credits above entry #33) role play various members of a pond community in which a town meeting has been called by the beaver. After having researched a given plant, animal, or protist species, the teachers defend the right of themselves (as the species) to remain in the over-populated community. The beaver, who would be played by the science (or other subject, as may pertain) teacher when the play is enacted by a class, then connects with reddish orange yarn each species to each other species which it feeds upon or which relies upon it. When all of the connected yarn is pulled up together, the result is a graphic representation of the food web concept.
IS/C MET/B,ES,EV,GS (and other disciplines listed in the synopsis above g.v.)

35. "Homebrew Computer Interfacing in the Science Classroom" c. 90 minutes
DEM-PH-1

Laboratory equipment interfacing with the microcomputer is not new to most who will read this synopsis. The aspect of the "Homebrew" that should appeal to most schools is that there is no need to purchase elaborate interfacing equipment; the parts used during this in-service workshop are available locally and at reasonable costs. In this case, the supplier for the parts for interfacing was the Radio Shack Company's local store. The teachers who participated in the workshop used Apple II hardware (64k RAM). They experienced various frustrations that a physics teacher (or other science teacher) might anticipate from students attempting to get interfacing circuits to work. With that fact and with the obvious sounds of success when the expected results were obtained, such a teacher who is about to use interfacing with students might want to show this tape as an example of how even science teachers can become frustrated assembling circuit boards. The videocassette might also be applicable in a computer science course in the mathematics department.
IS/C MET/CUR/P (also computer science/math)

PREFACE TO THE NEXT SECTION OF TAPE PROGRAMS

It is specifically stated that these are NOT meant as a substitute for actual hands-on but only as adjunct materials.

The following tapes were produced during the Elmira City School District's summer 1987 workshop of the same name as the series name of the videocassettes.

36. a-g "TV Demonstrations for Science" Series I 40 minutes
DEM-SCI-1

a. "ecology & succession SILENT

The teacher-user is expected to preview this tape and to make her/his text commentary according to individual needs. The subdivisions include: unlabeled opening which scans an overgrazed section of pasture land (place for the teacher's opening remarks); then the labeled sections begin: POND (a normal pond with normal vegetation and a euthrophic pond overgrown with a surface of algae then back to the normal pond); PIONEER PLANTS (actually adjacent to the "healthy" pond but not so stated nor evidenced on the tape); MARSH (this presents typical marsh vegetation); CONIFEROUS FOREST (in-close scenes of both the trees and the floor coverings/note that there is some early evidence of the climax maples of the beech-maple biome of N.E. United States growing in the shade provided by the conifers); TEMPERATE DECIDUOUS FOREST (again there are long shots and close-in of the trees, the flowers, the soil, the saprophytes, some animal homes in the root systems of trees, three typical lakes of the biome <one with trees and bushes being drowned by the waters [central NY], one with no disturbances [north central PA], and one in which the conifers have not completely given way to the maples [central Adirondack Mountains, NY]>, and a peet bog at dusk. The tape concludes with an almost areal view of the Chemung River Basin (from Harris Hill Glider Center) and a sunset with rays showing through the branches of summer vegetation in the beech-maple biome.

In the temperate deciduous forest section, a camera technique is used in which the camera is held at the level of a 16"-18" tall animal and a forest walk - through is taken as the animal would see it. Parts of this tape have been excerpted from the in-progress project for NSSA regional ecology tapes. Be advised that there is some color washout and that the TV set should be set with all color guns at full output.
M/S SPL/B,ES,EV,GS

b. "bunsen burner and working with glass"
10 minutes SOUND AND SILENT

Part of this presentation is the equivalent of "sound-on-film" and some is simply label captioned. The types and the parts of the most common laboratory burners are shown as well as the adjustment and use particularly in the flame polishing and bending of glass. This might be used as a supplementary resource (SPL) prior to a lab on the topic.

Although it is not separately catalogued, one might prefer the "out-takes" version of this tape. Although the finished product is about 10 minutes in length, it took about 45 minutes to set up, practice, take and retake scenes. During that time, camera-2 was at constant ON and some of the heated discussions about technique may be amusing. This is especially so when the burner was not willing to light because one of the participants had forgotten to turn on the gas. Comparison of the "out-takes" (camera-2) with the finished product on camera-1 might be of value to a school's TV-production class or to some teacher in the art department. To obtain the "out-takes" version order tape 36.b.2. To obtain both versions on one tape, order tape 36.b.3.
M/S SPL C,GS

c. "endothermic reaction" SILENT 10 minutes

Two chemicals, mixed together, absorb heat to a sufficient point that the beaker freezes to a moist block of wood. This shows how it should be done and is a teacher resource tape that can be used prior to the actual demonstration by the teacher alone or with the assistance of students. Although a thermometer is not used in the tape demonstration, that and additional things could be brain-stormed by a class that will duplicate, modify, or reverify the demonstration.
M/S SPL C,GS

d. "effects of chemicals on fabrics"
SILENT 20 minutes

Although the tape program is highly label identified, the teacher-user should prepare an appropriate narrative. This could be related to the hazards of some chemicals found in the laboratory or it could be an introduction to or a summarization of and extension from a study of the effects of acid rain.

(As with the other silent tapes in this series, the purpose of lack of sound track is to allow for adaptations without the need for running the TV obviously without the volume activated.)

The fabrics include flannel, cotton, wool, nylon, polyester, and silk. The chemicals include chlorine bleach, dilute and concentrated hydrochloric acid, and both nitric and sulfuric acids. The effects are observed immediately, after 24 hours and at the end of the testing (48 hours). This tape also demonstrates (although that was not its purpose) the care that must be used when working with these hazardous chemicals.
M/S SPL/C,EV,GS

e. "lab apparatus introduction and video-quiz"
SILENT 25 minutes

The normal small apparatus types are presented with labels (balance, ring, thermometer, burner wing-tip, clamps of various kinds, etc. Following that, the examples are moved to a different background and are videorecorded without their previously (to find out how perceptive the students are). It is suggested that the first part be used with appropriate print material in worksheet form and that a multiple choice or matching form be prepared (by the teacher/user) to accompany the quiz part of the tape.
M/S SPL/All Lab Species

f. "distillation apparatus and usages"
SILENT 8 minutes

This shows the whole single heat transfer tube type distillation apparatus (vapor tube within cold water jacket) in preliminary overview and close-up with labels on the parts. After the labels have been removed to prevent their combustion, the "still" is turned on and the distillate compared with the original sample (food-colored water). The teacher/user might elicit suggestions about what is being distilled. Answers will range from grain spirits to blood. This would then become an excellent opportunity to comment on jumping to conclusions in science without having all of the pertinent facts.
M/S SPL C,GS (+ all sciences for jumping to unwarranted conclusions based on insufficient evidence)

g. "reaction of metals with water"
7 minutes

This, as you probably noted, is NOT a silent production. Exploding sodium is much more dramatic with sound. We open with the periodic table and then focus in on the water-reactive metals such as potassium, calcium, lithium and sodium. Before each is placed into the water, it is identified by a periodic table close-up of its symbol. The blast, of course, comes with the sodium. You may advise your students that the video tape coordinator put the camera equipment on a table-mounted tripod and shot the scenes with zoom lens and that he was standing on the table with his head about one foot from the ceiling but well towards the back of the laboratory room (that's a safety precaution). Mentioning this BEFORE showing the tape will, hopefully, elicit comments about the teacher who does the demonstration but, having neglected protective eye gear, had to shield his face with his arm.

If a tape user should want to show the anatomy of an explosion but does not have playback equipment with good slow motion, stop action, and single frame advance, the Video Tape Exchange's equipment is able to attach special effects to the end of the program. (All special effects are silent.) To obtain the special effects version, order tape #36.g.2.
M/S SPL/C (+ safety introduction in all sciences)

37. all of the above (series 36) programs on one tape
120 minutes

This is a special order combination for ALL programs on a single tape. However, if only 36 b-g are requested, that is a single tape in our master tape archives. Please note that tape #37 does NOT include special tapes 36.b.2., 36.b.3., or 36.g.2.

38. "Environmental Impact Analyses Under SEQRA at Braddock Bay on Lake Ontario
23 minutes
RES-SCI-ENV (a.k.a. EMC-2)

In New York State, there is a law that gives the common citizen the power to initiate measures to protect the environment. This law is the State Environmental Quality Review Act (SEQRA). (There are similar laws in other states and there is equivalent federal legislation.)

The National Science Foundation funded an interdisciplinary workshop through the State University of New York's College of Arts and Science at Brockport. Under the terms of this grant, teachers of biology (or some laboratory science), of English, of social studies, of mathematics and (on one team) even of art from individual school would work together to plan for a public hearing under SEQRA and thereby learn the SEQRA process.

(The mock proposal was for the extension of a marina on Lake Ontario's Braddock Bay. The various agencies such as the local Environmental Management Council (EMC) and the State's Regional Office of the Department of Environmental Conservation played key support roles in the activity. So also did the curriculum advisor who "just happened" to bring a video camera to some of the field activities. This NSSA tape is the result of that "chance happening".)

The teacher teams then wrote curriculum modules during the following school year and home school field tested them so that the

students of their schools would be exposed to the same principles in many different academic disciplines. Thereafter, the teams were to conduct out-reach training for schools of their area that were not represented. (As this synopsis is being written, the second year of the grant is in progress; this is the reason for the present tense in the next sentence.) The goal is to form an enlightened citizenry. This tape was recorded during the summer session of the first year of the grant.

This program at Brockport is outstanding not only in its bringing together the various departments within a school but also in breaking the teacher/student barriers that have existed traditionally. Members of a field research team included both teachers and students and all were equals. (The recording shows teachers and students together in field research teams.) The videocassette should be useful for environmental science oriented preservice education and as a supplementary resource for methods of field study. Although specified for the preservice student, it could have value in the science classroom per se as well.

S/A/IS/C SPL/B,ES,EV,GS

39. "NYS Department of Environmental Conservation's SEQRA Update Public Session" 1987
(c.105 minutes)
EMC-3

Each time a law or ordinance is modified, there should be an informational session to advise those immediately concerned. Since there were changes in the NYS's State Environmental Quality Review Act (c.f., entry #38), there was a series of local informational forums. This was recorded for the Chemung County Environmental Management Council at one such forum.

The tape would be of use in a college level course in environmental law. However, (in honesty within a use-oriented synopsis) unless a teacher is conducting an analysis of current laws as part of an environmental sciences unit, this video tape exchange coordinator can envision no practical use beyond (or below) a college course devoted to such laws.

C SPL/ES,EV,LAW

40. "Introduction to the Periodic Table" (B&W)
38 minutes
EFA-1

A preservice chemistry teacher-candidate (now a licensed chemistry teacher in the same district in which he practice taught) was to be evaluated by his college faculty advisor. The advisor could not schedule a session and elected to have the evaluation by video tape.

To illustrate his lecture room presentation, the candidate made a very large periodic table and then explained chemical families by reference to the then popular TV series, *The Farkle Family*. All the Farkles had freckles and buck teeth. There were family traits. The program compares the family traits of genetic origin with those of the outermost or valence electron(s).

There is a minor amount of audience scanning because part of the evaluation included how well the candidate kept the attention of the students. If the potential teacher-user feels that the B&W aspect of the resource would cause attention problems among students, then the program could be viewed by the teacher alone strictly as part of one's teacher preparation for discussion of the periodic table.

M/S SPL/C

41. "Psychological Stress in Dogs" (B&W) 2 hours
AHSRA

N.B.: the following is a specially restricted veterinary medical and psychiatric video program. Considerable care should be observed in selection of the audience. It is open to all college use and may be used in secondary school with proper introduction and explanation that the animals were handled and housed in a completely humane way and that the stressors to which they were subjected were normal treatment for American Kennel Club and Canadian Kennel Club champion dogs. Cutting of toenails may be distressful; but, despite screams, it is not inhumane. Kenneling is for the protection of the dogs (especially of international champions) and the vocal objections should not be taken as anything even slightly bordering on cruelty or improper care. Although not so specified on the research tape, the treatment of the animals was under the a longe oversight of the veterinary medical college at Cornell University and the tape and experimental results were presented in guest lecture to the animal psychology class of NYS College of Veterinary Medicine at Cornell as well as to the staff of the Elmira Psychiatric Center.

A student of secondary school advanced biology/Corning Community College BY103-104 needed a course research experiment. A teacher in the same secondary school (but not the student's teacher) needed an assistant for independent and controlled research concerning testing the "orthomolecularist" (Drs. Belfield, Pauling, and Stone) inadequately verified hypothesis that ascorbic acid (vitamin C) lessens or prevents stress. The two (teacher and student) joined forces to produce the first verifiable and controlled BLIND experimentation regarding the soon to be discredited hypothesis. Although not mentioned on the video of the experiment, assistance was given by Dr. Hans Selye, Director of the International Institute of Stress at the University of Montreal. Selye, however, was properly credited in the medical articles that resulted from the undertaking.

The research team of (believe it or not) father and son, became a family project when the wife/mother and also the daughter joined the team. (All four eventually became members of NSSA.) Another team member was a professional law enforcement officer and director of a police training facility. That member is a nationally recognized expert Dektor Counterintelligence and Security's Psychological Stress Evaluator (PSE) operator (who had, at the time of the experiment, 86 murder convictions to his credit with the use of the PSE-101). The disinterested third party who would guarantee the test of the control results in the BLIND experimental protocol was a retired Chief of Police.

Using all of the requisite precautions for a properly blind controlled experiment, the team leaders recorded the vocal sounds of dogs under a set of stressors (things that produce stress). In the test group, ascorbic acid (the variable) was administered prior to the stressor. In the control group, ascorbic acid was withheld. The PSE operator made his analyses of the FM-band sonograms without knowing whether he was evaluating a test animal or a control animal. When the Uher-1200 tape recorder footage locations for tests and controls were verified by the disinterested third party, the experimental results showed the statistical validity that, contrary to the results showed with statistical validity that, contrary to the the claims that had been published, ascorbic acid actually increased stress as a function of dose and of retention time. Rather than decreasing stress, the variable excerbated the stress syndrome. Evidences were against the hypothesis.

Secondary to the ascorbic acid tests, the team also administered a veterinary drug of the chlorpromazine class which USED TO BE a common therapeutic agent drug class used in psychiatric institutions. This drug was found to be "less than effective" (an FDA term for a drug of questionable usefulness) if the stressor was a previously experienced agent and that even the anticipation of the stressor could negate the effects of the drug.

In addition to its potential use in medical schools, veterinary schools, and in psychiatry courses, this tape is useful in psychology and in criminal justice courses. With the precautions that introduced this tape, it could be used in secondary school or junior college science courses to demonstrate the proper application of the scientific method.

We have all heard that serendipity can raise its head in any experiment and that researchers should keep an open mind to that possibility. This video tape exemplifies the role of serendipity, for many previously unknown psychological traits of dogs were discovered: "...revealing that dogs can decide their reactions to stress in their lives...[and] can induce dissociation reactions to escape from stressful situations. These reactions are similar to your mentally projecting

yourself out of the dentist's chair to a Florida beach. Fisher also cites evidence that dogs can select aggression or nonaggression as a reaction to stress." (Whitely, H.E., DVM: "Taking the Pressure Off Your Pet" *The Saturday Evening Post*: March 1988, p. 36).

Although the research materials and some photographs in the videocassette have appeared in professional and "popular" journals, there is NO copyright problems because the video tape coordinator, as the author of such articles, has executed proper documents of non-violation of copyright.

C/A/S (with caution) SPL/B,C,H,P,PS, CRIMINAL JUSTICE, PSYCHOPHARMACOLOGY, PHARMACY, VET. MED., GENERAL INTERNAL MEDICINE, DIET AND NUTRITION, PSYCHIATRY (GENERAL AND APPLIED)

42. "Conditional Reflexing in Dogs: Dog Obedience Training" (B&W)six programsc. 20 minutes @
PPP-1 (EFA-2)

These tapes were originally produced as instructional adjuncts (SPL) for the Elmira City School District's Community Education evening program (night school) classes in beginner, graduate beginner and novice dog obedience according to the American Kennel Club (AKC) obedience standards/regulations. Each of the instructional (i.e., conditional reflex training) tapes starts with segments from the 1978 (summer) obedience trial and all breed "point show" of the Elmira Kennel Club, Inc. and then demonstrates for the student (or casual viewer) the proper technique for conditioning a dog (miniature and standard poodles in this series) for each of the facets of show obedience according to the AKC regulations. UNLIKE SOME OF THE HARSHER TRAINING TECHNIQUES THAT WERE UNFORTUNATELY COMMON DURING THAT TIME PERIOD, the methods that are presented in the tape series are kind; and the loving relationship of the pet and the handler is emphasized. Various segments contain humorous incidents that make the series enjoyable for even its own sake.

Although the tapes series could be useful in such a course or with a lesson in proper care of pets, there is application also in the area of conditional reflexing: the series presents both dogs that are already properly trained and dogs which have their first introduction to obedience completely on five to ten minute segments in each of the tapes.

E/M/S/A SPL/B,PS

43. "[NYS] State Senator Bernard Smith's Temporary State Commission on Youth Education in Conservation (public hearings)[B&W] c. 120 minutes
EMC-1 (EFA-2)

In all honesty, this is a typical public hearing involving government, industry, and both formal and informal educational sectors. It's chief usefulness would be as an adjunct to environmental law at the college level; nonetheless, it can shed light on the history of student involvement in environmental law enforcement. Most of the presenters of testimony went on to become the core group from which the Chemung County (NY) Environmental Management Council was formed and were instrumental in convincing both state and local governments to produce the laws for environmental management councils.

C SPL/EV,LAW,PROFESSIONAL INVOLVEMENT/EDUCATIONAL COURSES

44. "Meet Houston"[a single or two separate tapes]
c. 20 minutes
HOU.TAEF

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"Meet Houston" [first part of the tape]

This tape is a compilation of commercial presentations made during the Thomas Alva Edison International Science Symposium in February of 1988.

Sequentially, the following are covered in the tape:

1. rocket taking off, first words from the moon
2. scan of the Houston metropolitan skyline
3. oil and petrochemical aspects
4. short introduction to the South Texas Project Electric Generating Station (nuclear power facility)
5. overview of the chemical industry
6. the port of Houston (nation's third ranking in total tonage)
7. overview of Houston's two airports
8. the Metropolitan Transit Authority
9. Texas Medical Center (largest health complex in the world) medical research facilities interview with heart research specialist, Dr. Michael Debakey
10. mission control, Johnson Spacecraft Center control room, scenes from spacecrafts, on-camera with astronaut, Dr. Bob Parker, concept and use of manned space station
11. other research such as Dr. Paul Chu, University of Houston, superconductivity research pioneer
12. COMPAQ computer manufacturing assembly line
13. closeout of this section with short clips from the skyline to the various segments listed 1-12 above

[second part of the tape]

Although put together in our editing process as part of one master tape, the second part is a 10 1/2 minutes separate guided tour and explanation of the South Texas Project nuclear reactor facility. This is recommended for chemistry, physics, electronics, science-technology society, and environmental studies courses.

N.B.: Both parts of this tape are available as single titles. For the "Meet Houston", order tape #44. If only one of the segment tapes is desired, order as follows:

44a. "Houston—A City Touching Tomorrow" (T=9:42)

44b. "South Texas Project Tour" (T=10.30)

S/C/A SPL/B,C,P,H,ES,EV,GS

45. "The Distasteful Part of Supervision: A Reality"
MET-SUP-1

This is a panel discussion by supervisors from New York State and from Maryland. The broad topic is the problem of the uncooperative or the blatantly incompetent teacher and the methods that are available to correct problems or to dismiss a teacher. The question of avoiding problems by the pre-tenure process is addressed.

N.B.: Tape program 45 would be a good adjunct to tapes #15, "Classroom Observations" and #23, "Methods of Supervision: A Debate". Please be advised that, although tape program #23 is a combination tape, either of the debates is available separately. For the 1986 version, order tape #23a; for the 1988 version, order tape #23b.

IS/C SUP

46. "Thinking Skills in Science"
GEN-ED-3

A district-wide staff development program is presented by both the supervisor in charge and one of the teachers who is involved in the program. The object is to identify parts of the curriculum in which such higher level thinking skills as are appropriate can be used and then to incorporate these processes into the actual curriculum parts themselves. These are placed for inductive and deductive reasoning. The ultimate object is to move the student(s) to the analytical level [movement upward in the Bloom Taxonomy].

IS/C MET

47. "Interdisciplinary Science" (physics and music classes)
GEN-ED-4

[Science and technology come together in this program.] Using a computer and a synthesizer, the physics teacher demonstrates what his students learn about sound. In turn, the physics students go to the music classes and help the music students understand the pitch, frequency and other tonal elements needed in music. Sample VHS tapes of the students are included. [See also tape #84.]

IS/C MET/CUR/P

Tapes 23b,45,46,47 were part of the NSSA presentations at the NSTA National Convention, St. Louis, MO, 1988.

48. "Review of Basic Genetic Crosses" [B&W]
c. 35 minutes
EFA-3

Prior to the advent of videotaping in the classroom, a biology teacher elected to have his students record a review session on genetic crosses. The event that prompted this action was that there had been an epidemic of respiratory infections at the school and th tape was to serve as a make-up for those who were absent for the review. Standard Mendelian genetics, incomplete dominance, multiple alleles, and sex linkage are included.

M/S/A SPL/B,H

49. "An Introduction to C.E.R.F." [B&W]
c. 45 minutes

The secretary/treasurer of the Canine Eye Registration Foundation, Inc. (CERF) [a 501 (c) (3) foundation] located in San Francisco, CA sits with a local [Elmira, NY] veterinarian and discusses the role of a genetic screening program and a genetic registry. Since one of the sub-modules on the computer master program "Genetic Counseling" is the 'CERF Genetic Registry', this tape could be useful as background for the use of the computer program.

(In the following, the use of the words "us" and "we" is due to the NSSA video tape exchange coordinator's being a board director of CERF and the research director for the Foundation.) This tape program, produced in 1978, could be of use in a law school. CERF was the first and only IRS section 501 (c) (3) organization to be sued under the Harrison Anti-Trust Act. Thus, the action brought against us, which hinged on our rights to demand quality control in the ophthalmological examinations we would honor, became the landmark case in such litigation (even to the U.S. Supreme Court). Oh, yes we won the case!

Potential users of the program may request the San Fransisco Federal District Court, California Court of Appeals, and United States Supreme Court document numbers for additional references if this tape is to be used in a law school or in a class in civil law at any college/university level. Address such requests to the CERF Research Facility (same P.O. address as the VHS exchange: P.O. Box 5272; Horseheads, NY 14844-5272).

Please make such requests on college/university letterhead.

M/S/C/A SPL/B,LAW

50. "Safety and Toxicology" c. 35 minutes
IBM-1

Although this program was presented in a science laboratory classroom (earth science) at the Elmira Free Academy, science laboratory safety per se is not as much the thrust as is the formation of a safety-mindedness ethic in the students.

Safety requires reasonable expectations based on observations: if there are persons unconscious in a vat or in a room, it is likely that there are fumes that would cause a would-be rescuer to suffer the same fate. Be that as it may, two rescuers lost their lives because they were not properly prepared for such an eventuality. Moreover, both of the deaths were of supposedly properly trained emergency rescue personnel.

[Think before you leap]

The toxicology section is devoted to the mass of seemingly 'harmless' chemicals we produce in our society daily. Anything, in proper amounts and under disadvantageous circumstances, can be a toxin. Even water (absolutely pure, tripple distilled) can produce a toxin reaction that is NOT drowning! The distinction is explained is explained between acutely toxic and chronically toxic substances. This naturally leads to teratogenicity and carcinogenicity. Fetal alcohol syndrome is an example used for the former and the effects of nicotine and its tars and smoke byproducts such as hydrocyanic acid are examples for the latter.

For additional information on the potential for adverse reactions in the science laboratory (or art class, shop class, etc.), the potential user of this tape is asked to consider the article by the video tape coordinator: Fisher, Thomas M. "Allergens in the Lab" [NSTA's] The Science Teacher 54 (4): 40-43; April 1987. If your TST is not handy, you can obtain a copy of the article from the author as per the Video Tape Exchange address (enclose stamped return envelope). Please be advised, however, that the full referenced version mentioned in the article is no longer available (the victim of a series of faulty computer discs resultant from a sudden discharge of plumbing...)

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